



**KWIB Joint Meeting of the
Sector Strategies and
Opportunity Youth and Young Adults
Sub-committees
DRAFT Minutes**

Friday, February 11, 2022 10:30am – 12:00pm EST

Join from PC, Mac, Linux, iOS or Android:

<https://us06web.zoom.us/j/82683262172?pwd=SzFDZUhhVHViOjYwWlEKOxGdkJ4MytzUT09>

Password: Nv1kap

COMMITTEE MEMBERS PRESENT:

Sara Tracy – Chair	x	Lisa Banner	x
LaKisha Miller		Todd Schmiedeler	
Brian Becker		Jessie Schook	
Tony Georges		Dr. Lee Nimocks	
Kim Menke		Dr. Oj Oleka	
Mike Buckentin / David Fusting		Julie Whitis	x
John Greene	x	Justin Browning	x
Kim Humphrey		Steven Rudolf	x
Tim Ernst		Brian Lovell	x
Zach Gaubert	x	Kristi Putnam	

Johnny Pittman - CHAIR	x	Jonathan Kohn	
Lyndsey Brown – Co-Chair	x	Tiffanie Reeves	x
Amy Luttrell		Dena Burton	
David Horseman	x	Gayle Hilleke	
Shauna King-Simms	x	Christy Rogers	
Cora McNabb		Wes Kawata	
Madison Webb		Matt Fisher	
Anna Larson		Charles Worth McLeod	
Kristin Harrod		Mary Taylor	x
Heidi Miller		Monica Duvall	
Scott Secamiglio	x	Jodi Rafferty	
Tanelle Smith		Denise Dials	x
Mary Ann Jennings	x	Harper Smith	x
Jeff Dye		Andrew Chrzanowski	
Carrie Banahan		Mackenzie Durbin	
Renee Fister, Ph.D	x	Eric Lutz	x
Merrick Coleman		Matt Fisher	x
Michelle DeJohn (PROXY Alisher Burikhanov)	x	Kristin Porter	
Brenda Hagan		Jarrod Taylor	
		Greg Long	

Others present: Jacob McAndrews, Debbie Dennison, Stefanie Ebbens-Kingsley, Dallas Kratzer, Duane Hammons, Amy Neal, Daniel Daughtery, Casey Jones, Commissioner Kish Price, Lyndsey Trent, Madisen Sandford, Rick Smith, Tara Johnson-Noem

Notes

Everybody Counts Program Overview

Commissioner Kish Price introduced herself and shared information regarding the *Everybody Counts* program. The program connects Jefferson County Public Schools (JCPS) Class of 2022 seniors to career and educational opportunities. The initiative provides two years of free college tuition at any of the KCTCS campus for graduating seniors. Additionally, for students who prefer to immediately enter the workforce, the program will connect students with partnered employers to provide work opportunities (currently includes UPS, Ford, Kroger, and GE Appliances). Students can also choose to work while taking advantage of the free tuition opportunities.

The expectation is that as many as 50% of graduating seniors will take advantage of this program. The four partner companies have approximately 3,000 combined job openings that can be filled by these participants. UPS and Kroger have transportation supports in place to assist these participants. All four are committed to investigate and provide other wrap-around services to support these participants.

The hope is that this program can serve as a launch pad for similar programs across the state. More information can be found on the website, [here](#).

Northern Kentucky Work-Based Learning Toolkit

Julie Whitis, Principal of the KCAIT-Ignite Institute, shared information about the Ignite Institute- a collaborative venture between Boone and Kenton Counties to provide a unique high school experience focused on creating a strong school to workforce pipeline. A large part of this model is getting student work experience while in school.

Ignite asks three things from employers involved in internships:

1. A safe environment for the scholars.
2. A mentor to introduce the student to the career field and assign tasks, fill out an evaluation twice per year, and to sign scholar attendance sheets
3. A problem to solve. Each scholar gets the opportunity to solve a real-world problem and demonstrate professional habits skills they have learned.

Currently over 50 industry partners are involved in the program. More information on the Ignite institute and their internship program is attached in the post-meeting packet.

OEAS- Challenges and Opportunities in Apprenticeships

Michelle DeJohn, Executive Director of the Office of Employer and Apprenticeship Services, gave an overview of her office and their current goals/projects. They are reaching out to employers to share resources and impress upon the importance for employers to commit to training, upskilling, being involved in apprenticeships to fuel the workforce.

Fair Labor Practices Safety Standards

Duane Hammons, Assistant Director of the Division of Wages and Hours for the Kentucky Labor Cabinet, held a discussion on the age restrictions from the US Department of Labor and the Kentucky Labor Cabinet. The PowerPoint and documentation is included in the post-meeting packet.

Next Steps:

- Work-Based Learning Toolkit
 - Gather a compendium of definitions used to refer to Work-Based Learning opportunities by different federal, state, and local agencies. The overlap of definitions is something we have to overcome if we are to be successful.
 - Collect and review similar toolkits in the region: what is missing/what can be improved?

Next Meetings:

The Sector Strategies Sub-committee will meet virtually at 11:00am EST on February 23rd.

The Opportunity Youth and Young Adults Sub-committee will meet virtually at 10:30am EST on April 29th.

ADJOURNMENT

The meeting was adjourned at



KCS D Internship Tool Kit

1. Instructions to the Business
2. Instructions to the Internship Coordinator
3. Curriculum for the Class

1. INSTRUCTIONS FOR THE BUSINESS PARTNER

Kenton County Schools ask three things from a business partner who is willing to host a student intern:

1. A Safe Place

- Students work either first half of the day or last half of the day (Monday-Thursday)

2. A Mentor

- Someone who will introduce the student to the career field and assign tasks
- Someone to fill out an evaluation twice per year
- Someone who will sign to verify scholar attendance sheets

3. A Problem to Solve

- Scholars should have the opportunity to solve a real-world problem and demonstrate the qualities in the KCSO portrait of a graduate

2. INSTRUCTIONS FOR THE INTERNSHIP COORDINATOR

The internship coordinator serves as the liaison between the school and the business. This person is responsible for:

- Visiting the interns at least once per month
- Monitoring the online class portion of the internship and issuing a grade at the end of each trimester/quarter
- Meet with interns every Friday to mentor them and ensure course work is complete (recommended teaching a Senior Academic Seminar course to work with scholars to create a post high school plan, cover college applications, scholarship applications, etc. See Amanda Dempsey's curriculum)
- Making business connections to place interns
- Collection of all paperwork required by parents and interns (Medical Authorization Forms, Academic Internship Program Contract, Mentor Grading Sheets)

3. CURRICULUM FOR THE CLASS

The curriculum for the internship course should be an **online class** (see the last document).

Resources:

- Internship Grading Sheet
- Academic Internship Contract
- Medical Authorization Forms
- Academic Internship Credit Sheet
- Online Course Curriculum

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KCSD Academic Internship Grading Sheet

Intern: _____ Mentor: _____ Date: _____

??
??

Portrait of Graduate Quality	Score 4=Distinguished 3=Proficient 2=Apprentice 1=Novice	Notes/Comments
Reliable, Active Citizens	?	?
Adaptable Critical Thinkers	?	?
Curious, Resilient Learners	?	?
Creative Problem Solvers	?	?
Respectful, Diligent Leaders	?	?
Responsible Team Members	?	?

??

Total Score (Out of 24) = _____



Strengths:

Suggestions for Improvement:

Suggestions for further career exploration/opportunities:

Mentor Signature

Date

Intern Signature

Date

Internship Coordinator Signature

Date

ACADEMIC INTERNSHIP PROGRAM CONTRACT



STUDENT: _____ MENTOR: _____ BUSINESS: _____

Student to Complete:

I, _____ will participate in an Academic Internship experience, which will take place at _____. I will log hours completed on the attached form.

I understand that the mentor is giving valuable time to help me learn about their career. By signing this contract, I agree to complete all the requirements of the Academic Internship and take responsibility for make-up work in any missed classes.

STUDENT RESPONSIBILITIES:

- Student must observe all of the mentor’s training site rules.
- Student must be courteous and considerate of all aspects of the mentor’s training site.
- Student must observe all school policies while at the training site.
- Student must notify the internship coordinator and mentor of internship absences prior to the date missed by email.
 - Emergency absences require a phone call to Internship coordinator and mentor.
 - Absences without notice will not be excused.
- Student must report major issues with Academic Internships to Internship coordinator.

Parent/Guardian to Complete:

I _____ (Parent/Guardian) of _____ give him/her permission to participate in an Academic Internship experience at _____.

I understand that the mentor is giving valuable time to help my student learn about their career. I understand that my student is being given an opportunity to gain hands-on career experience and will be training in an adult situation. My student will be treated as an adult; therefore, will be expected to maintain adult behavior. As parent/guardian, I accept responsibility for transportation to and from the training site. I will ensure my student maintains attendance expectations. Furthermore, I understand that if my student does not perform his or her internship responsibilities as expected, my student can lose his or her internship experience. I, then, will be responsible for ensuring my student has a new schedule at his or her home school during previously scheduled internship hours. By signing this contract, I agree for my student to participate in the Academic Internship Program.

METHOD OF TRANSPORTATION:

_____ I will drive myself to and from the Academic Internship training site. The KCSD will need a copy of your driver’s license and automobile insurance card. If taking other classes at **HOME HIGH SCHOOL**, I will need a **HOME HIGH SCHOOL** Parking Pass. I understand that I am not permitted to transport other students in my vehicle.



_____ I will be transported by a family member to and from the Academic Internship training site.

Name of Family Member _____ Relationship to You _____

_____ I will take public transportation to and from the Academic Internship training site.

HEALTH INSURANCE:

I do _____ do not _____ have health insurance. If you do not have health insurance, you will be required to purchase a health insurance policy from the school district at a nominal fee. The KCSD will need a copy of your health insurance card.

Mentor:

RESPONSIBILITIES:

- Mentor will provide career information through observation and/or discussion with the student.
- Mentor will help the student identify a real-world problem to solve at the internship site.
- Mentor will give the same consideration to the student as given to the employees in regard to safety, health, and other regulations of the business.
- Mentor will sign and verify student attendance records.
- Mentor will communicate excessive student absences to the Internship Coordinator.

Internship Coordinator:

RESPONSIBILITIES

- Coordinator will contact the mentor to discuss the Academic Internship and to set up the student's visit.
- Coordinator will visit the training site to observe, monitor, and get updates about the student's performance at least monthly.
- Coordinator will record attendance and grades into Infinite Campus.

HOME HIGH SCHOOL Principal:

I give permission for the above mentioned student to participate in an Academic Internship.

_____ Student Signature	_____ Date
_____ Parent/Guardian Signature	_____ Date
_____ Mentor Signature	_____ Date
_____ Internship Coordinator Signature	_____ Date
_____ HOME HIGH SCHOOL Principal Signature	_____ Date

Adapted from *Job Shadow Guide for Staff*--Northwest Regional Educational

Draft

MEDICAL AUTHORIZATION

ACADEMIC INTERNSHIP PROGRAM

Should it be necessary for my student to have medical treatment while participating in the Academic Internship Program, I hereby give the KCSD and/or internship site personnel permission to use their best judgment in obtaining medical service for my student. And, I give permission to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.

_____ **Yes** _____ **No**

Permission is also granted to release emergency contact and medical history to the attending physician or to the internship site personnel if needed.

_____ **Yes** _____ **No**

Student's Name: _____ Date of Birth: _____

Address: _____ City, State, Zip: _____

Daytime Phone for Parent/Guardian: _____

Contact Other than Parent/Guardian: _____

Relation to Student: _____ Daytime Phone: _____

Family Doctor: _____ Doctor's Phone: _____

Preferred Hospital: _____ Phone: _____

Hospital Address: _____

Does your student require any special accommodations due to medical limitations, allergies, disabilities, dietary constraints, or other restrictions? _____ Yes _____ No
If so, please explain below.

Signature of Parent/Guardian

Date



ACADEMIC INTERNSHIP CREDITS

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?

?

DIXIE ACADEMIC INTERNS

?

- SCHEDULE: 75 Periods, 3 Trimesters
- Most Interns start their Internship after 3rd period
 - 2 Periods All Year = 2 Credits
 - 1 Period All Year = 1.5 Credits

?

SCOTT ACADEMIC INTERNS

?

- SCHEDULE: 75 Periods, 3 Trimesters
- Most Interns start their Internship after 3rd period
 - 2 Periods All Year = 2 Credits
 - 1 Period All Year = 1.5 Credits

?

?

SIMON KENTON ACADEMIC INTERNS

?

- SCHEDULE: 76 Periods, 2 Semesters
- Most Interns start their Internship after 3rd period with 4th period being an aide/peer tutor on their schedule.
 - 2 Periods All Year = 2 Credits
 - 1 Period All Year = 1 Credit

?

?

?

10-15 hours required per week for each Internship.

?

A minimum of 400 hours is required to receive 2 Credits for an Academic Internship.

?

?

3. CURRICULUM FOR THE CLASS

The curriculum for the internship should be an **online class** that consists of:

1. Internship Journal (10%)
2. Daily Log Sheets (20%)
3. Internship Analysis/Company Research Paper (20%)
4. Assignments (20%)
5. Identify and Find a Solution for a Real-World Problem (20%)
6. Mentor Grades (10%)

1. *Internship Journal – Complete once per week, 3-5 sentences per entry minimum*

Each Academic Intern is required to submit a written journal of his or her daily activities. Brief notes may be kept on your Academic Internship Daily Log Sheet. However, you must make complete journal entries as well. The purpose of the journal is three-fold: to collect data (research) and impressions about your organization (an important critical thinking skill), to help you and your internship mentor determine the real-world problem that you are going to help solve, and to keep the Academic Internship Coordinator informed of your activities in the field. The written journal may be hand-written (legibly) or typed.

Each journal entry should describe the major activity in which you have been involved, the purpose of the activity, and what the activity has taught you about your organization. Your daily observations about your organization's purpose, authority, structure, personnel, budget, and clientele would also be important to note, as this information must be included in your internship analysis and final submission due to the Academic Internship Coordinator at the beginning of May.

2. *Daily Log Sheets – Due every 15 working days*

All copies of daily log sheets must be included in your Internship Binder. It's important to note that all original daily log sheets must be provided to the Academic Internship Coordinator for both grading and keeping in your master Academic Internship file. The Academic Internship Coordinator will gladly make copies of your daily log sheets for inclusion in your Academic Internship Binder.

3. *Internship Analysis/Company Research Paper – Due by March 1*

The purpose of this assignment is to acquaint academic interns with the goals, activities, and procedures of the organizations and agencies in which they work.

Format/Length

This assignment must be typed, double-spaced, and be three to five pages in length. Please head your paper with your name, dates of academic internship, and the name of the organization for which you worked.

Methods of Gaining Information

Your task is to provide answers to the questions which appear below. You should use multiple methods for gaining information:

- a. Use appropriate documents and other printed organization materials
- b. Use your powers of observation
- c. Conduct interviews with two to four people in your organization. You may consider interviewing your internship mentor and/or an assistant. Interview one or two others if you think it would be useful. Do not begin interviewing until you have thoroughly reviewed appropriate documents and other printed organization materials. The interviews should assist you with acquiring information you cannot get elsewhere and clarifying points you may not be certain about.

Questions to Answer

These areas should provide the structure for your written assignment.

- Purpose/History of the Organization – For what purpose was the organization established? Are the goals of the organization communicated in a written document? To what extent have the goals of the organization changed over time? Tell about the history of the organization.
- Bases of Authority – Is your organization registered with the government? (for example, is it a lobbying group or is it a corporation?) Is your organization subject to governmental regulation? If so, how? Is your organization subject to formal professional standards? If so, how?
- Structure – Write a brief description of the internal structure of your organization. In terms of formal structure, who is in charge? Who reports to whom? (You may include a simple organization chart)
- Personnel – How many people staff this organization, and who are they? How are employees selected? Which educational level is required to work there (On the job training, certifications, college)?
- Budget – How is your organization funded? (for example, through tax money, grants, contributions, for-profit corporation, etc.) Is it a for-profit or non-profit organization? What is the approximate size of its annual budget?
- Clientele – Does your organization serve particular clientele groups? Who are they? In what way does the organization interact with them?
- Relationship with Other Organizations – To what extent does your organization interact with other organizations? Are these interactions cooperative, or are they subject to significant conflict?

4. Assignments

The following reflection documents and assignments must be completed and inserted into your Academic Internship Binder for review by the dates indicated:

a. **Assignment #1 (due by September 30)**

Please answer the following questions in complete sentences:

1. What do you hope to accomplish in this academic internship? What are your specific goals?
2. What are your expectations for this experience?
3. What are your initial reactions to your first few weeks? What are you looking forward to? Is there anything you are disappointed about?
4. What is going to be your biggest challenge in this academic internship?
5. Do you feel like you fit in to the organization? Why or why not?
6. If you have identified challenges or disappointments in your initial expectations of your academic internship, contact the internship coordinator to put together an action plan to deal with these.

b. Assignment #2 (due by November 1)

Please answer the following questions in complete sentences:

1. What goals have you met so far? What goals do you still need to meet? Have you changed any of your goals?
2. How has your perception of the academic internship changed since you started?
3. What steps have you taken to address the challenges and disappointments (if any) that you identified in your previous journal entry?
4. What is surprising you about this internship?
5. What have you contributed to the organization?
6. What have you accomplished that has made your internship mentor's life easier?
7. What have you learned from any routine parts of the academic internship?
8. What do you think are your strongest attributes as an academic intern?
9. In what ways do you feel like you can improve your performance?
10. How are you reacting to a bad day? How would you like to react?
11. Is your personality a fit for this organization? Do you notice particular personality types working in this industry?

c. Assignment #3 (due by January 10)

1. Identify the most routine activity in this academic internship experience and put together a plan for turning it into an opportunity for learning something new.
2. Brainstorm with your internship mentor for a project or assignment that neither of you had considered before.
3. Ask your internship mentor for a mid-term performance review. Include the review provided to you by your mentor in your binder.

d. Assignment #4 (due by April 1)

Please answer the following questions in complete sentences:

1. How did you accomplish your goals for this experience?
2. What did you learn about yourself through this experience?
3. What was your biggest success in this academic internship?

4. What have you accomplished that you didn't ever think you would be able to?
5. What is the most important thing that your organization does?
6. What changes would you make if you had the chance to do this over again?
7. What would you do differently in this organization if you were the boss/owner?
8. What did you learn from your challenges in this experience?
9. How do you want your internship mentor to remember you?
10. What recommendations would you give to other scholars doing an academic internship at this location?

e. Assignment #5 (due by May 1)

1. Write a summary of your performance from your supervisor's point of view. What would he/she say about you? Write this in the third person.
2. Write a description of the academic internship that can be added to your resume.
3. Write a hand-written thank you note to your internship mentor.

f. Assignment #6 (due by May 1)

- Write a professional Resume to include:
 - Header
 - Professional Objective
 - Qualifications Summary
 - Education
 - Experience
 - References

5. Identification of, and Solution For, a Real-World Problem – due by October 1

Academic Interns must identify, and provide a solution for, a real-world problem in their Academic Internship. This problem must be identified by the end of the second quarter. The scholar and the Academic Internship Coordinator will include this problem identification on the Academic Internship Program Scholar Goals Sheet.

Explanation of the skills that you have learned/used during the academic internship, along with the experiences you have gained (included as research in your Internship journal) should help you identify the real-world problem to be solved. Some additional things to consider might be:

- Define or develop solutions to problems you encounter in your Academic Internship that are new to you.
- Complete a task in your Academic Internship that you have not been instructed how to do (at the discretion and suggestion of your internship mentor.)
- Design a complex product, solution, or innovation that meets a set of requirements provided to you by your internship mentor.

Real-World Problem/Solution Assignment (due by May 1)

Please plan to present this to a panel of professionals from your academic internship site. Your presentation must include:

1. What research did you conduct to create your innovation or solution? Who will benefit from your innovation or solution?
2. How did you create/develop your innovation or solution? Please include digital photographs of the process if it helps tell your story.
3. How did you test your innovation or solution? Please include data, graphs, or equations of the test process if it helps tell your story.
4. Did your test results suggest that your innovation or solution is feasible in your organization? Why or why not?
5. Did you make any adjustments to your innovation or solution based on the results of your test results? If so, what adjustments did you make and why?
6. What did you learn from designing an innovation or solution in your academic internship experience?

Draft



IGNITE INSTITUTE

at Roebeling Innovation Center



History

- Toyota announces their move to Texas
- Governor Beshear Sr. asked Toyota to:
 - “Replace yourself by doing something meaningful and sustainable in Northern Kentucky.”
- Toyota donates 185,000 sq.ft. building
- Boone County receives \$6.875 million in 2017 from Workforce Readiness Skills Initiative Grant, adds \$14 million more



Boone County
begins the
creation of Ignite

Boone County and
Kenton County
create a partnership

Ignite Institute Student Body

- Collaborative Effort between Boone and Kenton Counties
- 45% Boone students
- 45% Kenton students
- 10% Regional students
 - Walton Verona
 - Covington Independent
 - Dayton/Bellevue



Ignite Institute "Colleges"

- Engineering
- Design
- Medical
- Computer
Science
- Education
- Logistics





Six Teacher Teams



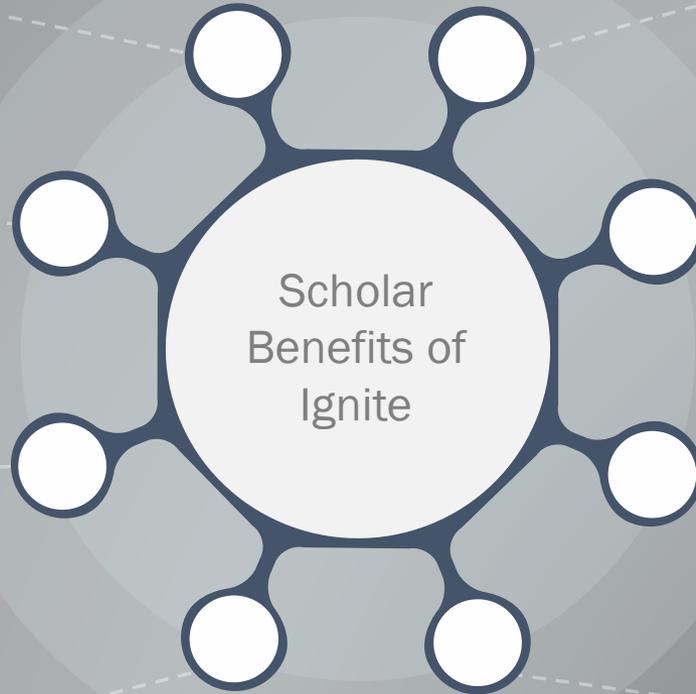
Research projects with businesses



Scholars receive a mentor



Have the opportunity to earn an Associate's Degree



Can still be involved in home school's activities



Receives a diploma from their home high school



Can ride the bus there



Can take college classes at their own pace



Kentucky Department of Education

- High Schools are accountable for making scholars “Postsecondary Ready”
 - College (Academic Ready)
 - Career (Career Ready)

Academic Readiness

- Score at or above benchmark on college placement exam
- Complete 2 dual credit courses with a “C” or higher
- Complete 2 AP courses with a score of 3 (out of 5) or higher
- Receive a score of 5 or higher on 2 IB courses
- Score at or above benchmark on 2 Cambridge Advanced International Exams

Career Ready

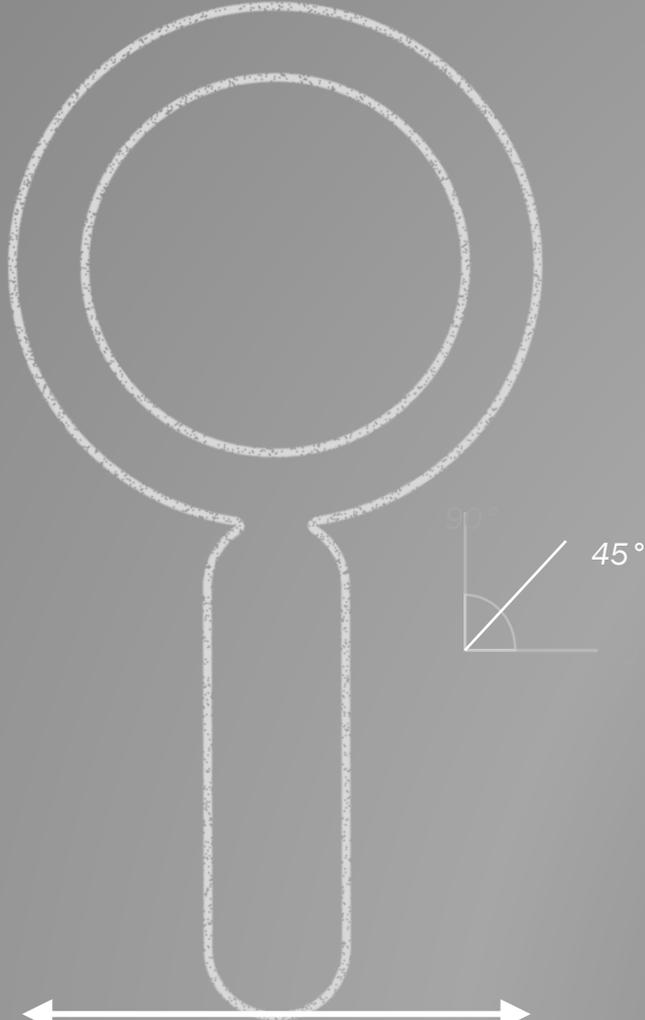
- Score at or above benchmark on an approved industry certification
- Score at or above an approved End of Program assessment (EOP)
- Complete 2 or more dual credit courses in a career field with a “C” or higher
- Complete a labor cabinet approved apprenticeship (TRACK)



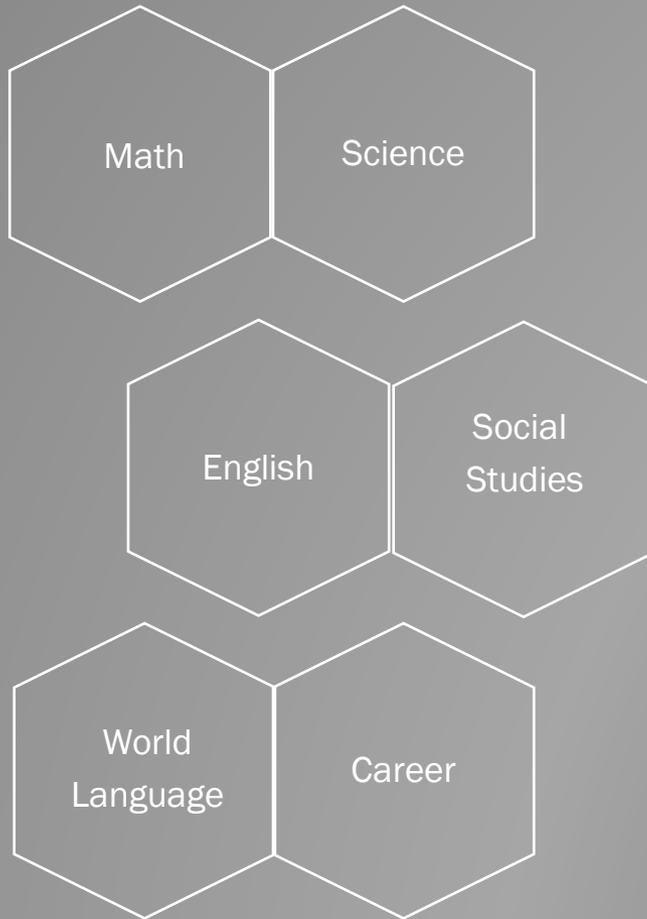
*Ignite Institute
Curriculum Design*

General Information...

- All KDE required curriculum
- Associates Degree (Gateway Community and Technical College)
- Diploma from home high school
- Sports and activities at home school



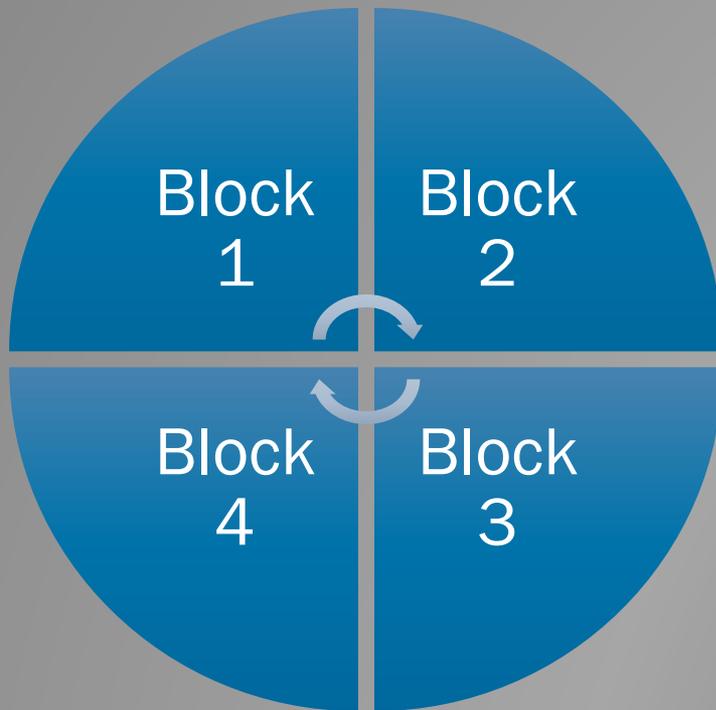
Monday/Wednesday/Friday



Core Curriculum Days

- Six periods
- Six teacher teams determine the schedule of the day
- Six teacher teams in each college work to “flavor” each class

Tuesday/Thursday



Production Days

1. College Courses
2. Online Platform Work
3. Remediation
4. Research/Business meetings
5. Professional Habits
6. Scholars performing at a satisfactory level have some choice in their schedules (clubs, etc.)

Professional Habits

30% of each class is learning professional habits

- 1. Collaboration**

Functioning as part of a team and dealing with difficult situations

- 2. Public Speaking**

How to give a presentation, shake hands, look others in the eye, professional dress, and how to have a professional conversation

- 3. Research**

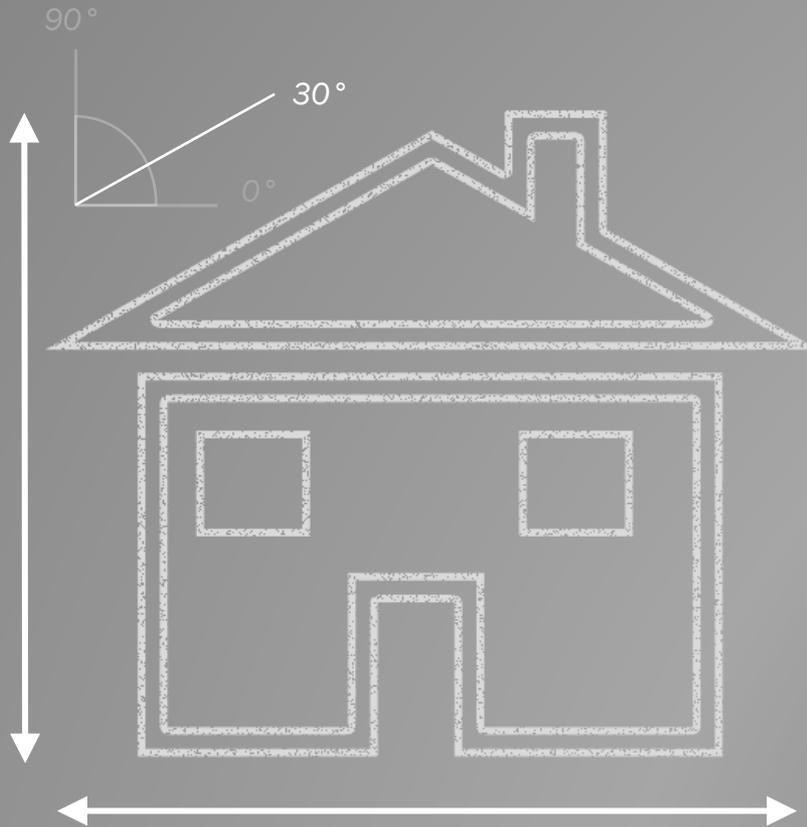
Thinking critically, formulating and executing a plan

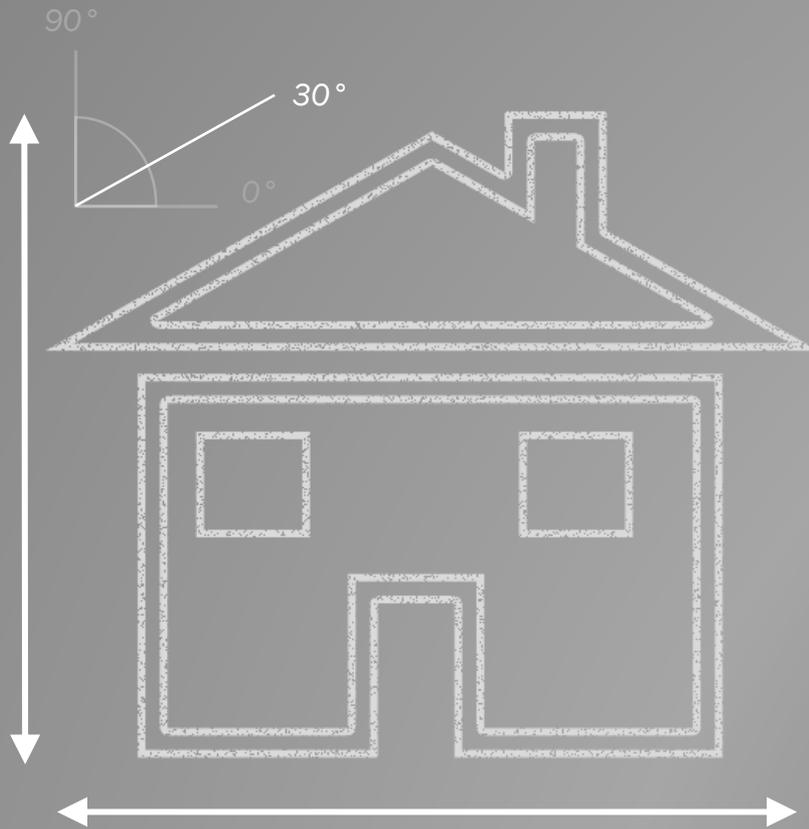
- 4. Responsibility**

Time management, study habits, work ethic, and organization

College Readiness

- ACT every year
- Junior Interviews
- Goal setting and action plans for meeting benchmark on standardized tests
- Dual Credit Courses (non-career)





Career Readiness

- Career Pathways
- Dual Credit Courses
- Industry Certifications
- Internships
- Approved CTE End of Program Assessments
- Personalized schedule senior year

Ignite Institute Internships

- All Senior Scholars at the Ignite Institute complete an Academic Internship
- This is a learning experience in the field they have chosen to explore
- Connects businesses with potential employees
- Can be paid or unpaid
- Consists of half their day (Monday-Friday)

Work Based Learning Tool Kit



Instructions to
the Business

Instructions to
the Internship
Coordinator

Curriculum for
the Class

What is asked of the business partner?

1. A Safe Place

- Students work either first half of the day or last half of the day

2. A Mentor to:

- Introduce the student to the career field and assign tasks
- fill out an evaluation twice per year
- sign to verify scholar attendance sheets

3. A Problem to Solve

- The opportunity to solve a real-world problem and demonstrate professional habits skills they have learned

Mentor Grading Sheet

1
2
3
4
5



KCS D Academic Internship Grading Sheet

6

Intern: _____ Mentor: _____ Date: _____

7

8

Portrait of Graduate Quality	Score 4=Distinguished 3=Proficient 2=Apprentice 1=Novice	Notes/Comments
Reliable, Active Citizens	?	?
Adaptable, Critical Thinkers	?	?
Curious, Resilient Learners	?	?
Creative Problem Solvers	?	?
Respectful, Diligent Leaders	?	?
Responsible Team Members	?	?

9

Total Score (Out of 24) = _____



Mentor Grading Sheet

Strengths:

Suggestions for Improvement:

Suggestions for further career exploration/opportunities:

Mentor Signature

Date

Intern Signature

Date

Internship Coordinator Signature

Date

ACADEMIC INTERNSHIP PROGRAM CONTRACT



Instructions for the Internship Coordinator

- Liaison between the school and the business.
- This person is responsible for:
 - Visiting the interns at least once per month
 - Facilitating the online class
 - Meet with interns every Friday
 - Making business connections to place interns
 - Collection of all paperwork required by parents and interns
 - Medical Authorization Forms
 - Academic Internship Program Contract
 - Mentor Grading Sheets

Course Curriculum

- Internship Journal (10%)
- Daily Log Sheets (20%)
- Internship Analysis/Company Research Paper (20%)
- Assignments (20%)
- Identify/Solve a Real-World Problem (20%)
- Mentor Grades (10%)

Resources

- Internship Grading Sheet
- Academic Internship Contract
- Medical Authorization Forms
- Academic Internship Credit Sheet
- Online Course Curriculum



Internships Over 50 Industry Partners



Certifications

- NOCTI Biotechnology
- State Testing Nurse Assistant
- NOCTI Healthcare Core
- Adobe Certified Professional
- PRAXIS Core
- Autodesk Inventor
- Microsoft Technology Suite
- FAA – Remote Pilot
- Automation Engineering - EOP
- Computer Programming - EOP



Are you interested in having an intern in your business?

Dr. Julie Whitis, Principal

Julie.whitis@boone.kyschools.us

Chris Bryson, Internship Coordinator

Chris.bryson@boone.kyschools.us



Questions?

Please come visit!

Julie Whitis

Julie.whitis@kenton.kyschools.us

Kentucky Wage & Hour Law

Kentucky Labor Cabinet

Department of Workplace Standards

Division of Wages and Hours

Coverage/Gainful Occupation

Does not include the following:

- Farm work
- Domestic work in private home
- Delivery of newspapers
- Actor/performer in motion pictures/plays
- Employment by parents except hazardous duties

Minors age 14-15

- May not work before 7:00 am
- May not work after 7:00 pm (9:00 pm June 1 through Labor Day)
- No more than 3 hours on a school day
- No more than 8 hours on a non school day
- No more than 18 hrs per week while school in session/40 hours when not in session

Minors age 16-17

- May not work before 6:00 am
- May not work after 10:30 pm on a day preceding a school day or 1:00 am on a day preceding a non school day
- No more than 6 hours per day on a school day
- No more than 8 hours per day on a non school day

Minors 16-17 continued

- May not work more than 30 hours per week while school in session/40 hours per week with permission from parents and a 2.0 grade average
- No hours restrictions when school is not in session

Child Labor

- Proof of age – Birth certificate, drivers license, school ID
- Meal period of at least 30 minutes when working 5 continuous hours
- Work permits are not required

Hazardous Duties

- Plants or establishments making explosives
- Motor vehicle driver or outside helper
- Coal mine occupations
- Logging or sawmill operations
- Exposure to radioactive substances
- Power driven hoisting apparatus/forklifts
- Mining other than coal

Hazardous Duties

- Power driven metal forming, punching and shearing machines
- Operating meat processing equipment/meat slicers/band saws/meat packing-processing
- Power driven bakery machines including vertical dough mixers or batter mixers
- Power driven paper product machines/scrap paper baler and cardboard box compactors

Hazardous Duties

- Manufacture of brick, tile and kindred products
- Power driven circular saws, band saws, shears
- Wrecking, demolition and ship-breaking operations
- Roofing, all work on a roof

Hazardous Duties

- Excavating operations
- Distillery, brewery, bar or tavern
- Pool or billiard room

Contact Information

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